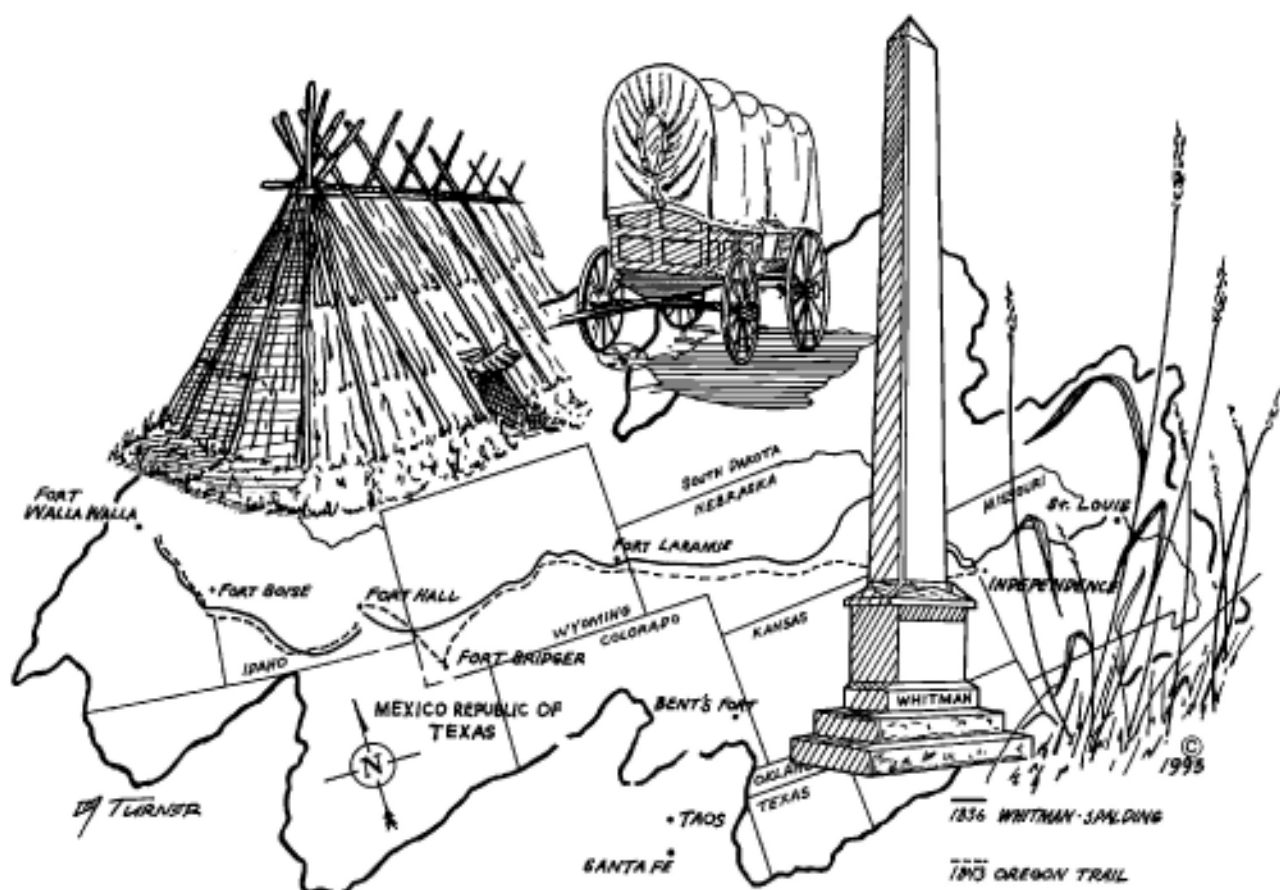




Whitman Mission National Historic Site Field Trip Guide





United States Department of the Interior

NATIONAL PARK SERVICE

Whitman Mission National Historic Site

Route 2, Box 247

Walla Walla, Washington 99362



Welcome to the Whitman Mission National Historic Site field trip guide. This guide has been compiled to aid you in planning and conducting your field trip to Whitman Mission.

Within the guide, you will find ideas on how to plan your trip, how to integrate Whitman Mission into your curriculum, and how to make sure your field trip is successful. Included are a few pre-site, on-site, and post-site activities, intended to help you to make the field trip more meaningful to students.

This guide is not intended as a source of information on the Whitmans, the Oregon Trail, or the Cayuse (the three themes we teach about at the park). Nor is it a primary resource for lesson plans. For information on these topics, please refer to the Oregon Trail and Whitman Mission teacher guides and information which can be found on our web pages: www.nps.gov/whmi. The National Park Service's ParkNet (www.nps.gov) is also a great source for finding out about many related Oregon Trail sites.

The National Park Service's Organic Act in 1916 gave us the responsibility to "... conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." Educational endeavors help us to protect these parks for the future.

Our goals for this guide are:

- To give educators the tools to plan a successful field trip to Whitman Mission.
- To provide educators with activities to enhance student learning at Whitman Mission.
- To help educators to integrate Whitman Mission into their curriculums.
- To give educators resources for planning curriculum related to Whitman Mission themes.

We hope you find the guide useful. It will be revised periodically as the need arises, so please help us out by letting us know which parts were helpful to you and which parts weren't. As always, if you have any questions, the rangers at Whitman Mission are here to help you. Please call us at (509) 522-6360.

We look forward to seeing you on your next field trip to Whitman Mission National Historic Site!

Sincerely,

The Whitman Mission National Historic Site Rangers



Contents



Planning Your Field Trip	5
<i>Why visit Whitman Mission NHS?</i>	<i>5</i>
<i>What is available?</i>	<i>5</i>
<i>When should you take your field trip?</i>	<i>6</i>
<i>Whom to call... ..</i>	<i>6</i>
<i>How much time do you need for your visit?</i>	<i>6</i>
<i>Where is Whitman Mission National Historic Site?</i>	<i>7</i>
<i>Where can you learn more about Whitman Mission?</i>	<i>7</i>
<i>What about Fort Walla Walla Museum?</i>	<i>7</i>
<i>Safety and Emergencies</i>	<i>7</i>
<i>Rules for kids</i>	<i>8</i>
<i>Guidelines for Chaperones</i>	<i>8</i>
<i>Planning Worksheet</i>	<i>9</i>
Pre-Site Activities	10
On-Site Activities	13
<i>Whitman Mission NHS Grounds Worksheet - Mission Grounds</i>	<i>16</i>
<i>Whitman Mission NHS Grounds Worksheet - Great Grave, Shaft Hill, Oregon Trail and wagon</i>	<i>18</i>
<i>Whitman Mission NHS Museum Worksheet</i>	<i>19</i>
Post-Site Activities	20
Additional Resources/Bibliography	21
Answer Keys	24
Guidelines for Chaperones	26

Prepared by Heather Boothe
Education Technician
Whitman Mission National Historic Site
328 Whitman Mission Road
Walla Walla, WA 99362
(509) 522-6360
September, 1999
NOT copyrighted. Copy and share!



Planning Your Field Trip



Why visit Whitman Mission NHS?

In 1836 Dr. Marcus and Mrs. Narcissa Whitman crossed the United States from New York to Oregon with Henry and Eliza Spalding and William Gray. Narcissa and Eliza became two of the first white women to cross the Rocky mountains. The Whitmans' child, Alice Clarissa, was the first white child born of American parents west of the Rockies. The Whitmans set up a mission at Waiilatpu, where they intended to teach the Cayuse how to read and write, how to farm, and about the Christian gospel. In 1843, Marcus Whitman helped guide the first wagon train to make it all the way to Oregon. Tragically, both Whitmans and eleven others were killed by several Cayuse in 1847 after a measles outbreak that had decimated the tribe. (For a more detailed account of the story, please see our website at www.nps.gov/whmi)

The events of 1836 to 1847 here at Whitman Mission played a significant role in American and Cayuse history in the Pacific Northwest. It is an excellent place to learn about the Oregon Trail, the Cayuse and other plateau Indians, and the missionary movement in the Northwest. One of the reasons it is such a valuable educational experience is that this is where the Whitman Mission was actually located. When you wander the grounds you are retracing the steps of the Whitmans, the Cayuse, and countless Oregon Trail emigrants

What is available?

There are several options for your class during your field trip to Whitman Mission:

RANGER PROGRAMS:

- ✓ **Introductory Talk** with Ranger. We request that all school groups listen to this 10-15 minutes talk that includes a short introduction to the Whitman Mission story and the National Park Service, and rules to keep our park and students safe.
- ✓ **Pioneer Cultural Demonstration** (sometimes known as the "Spinning Demonstration"). A ranger discusses what it was like to be an emigrant to Oregon and how emigrants were self-sufficient. Approximately 15 minutes. Includes a demonstration on the spinning wheel.
- ✓ **Indian Cultural Demonstration:** A ranger discusses the Cayuse culture at the time the Whitmans arrived in the area as well as their culture today. About 15 minutes, either in the museum or next to our tule lodge model.

FILMS:

- ✓ See an introductory **film**, either our 15-minute "The Whitmans and the Waiilatpus" (usually shown to fourth grade students) or the 10-minutes slide show, "The Whitman Saga" (appropriate for older students). Either can also be sent to schools on videotape for viewing before a field trip.
- ✓ (other films available upon request — ask a ranger for details)

GROUND and MUSEUM (self-guided, see On-Site activities section):

- ✓ Visit the **Mission Grounds** where the Whitmans' buildings once stood, and where the foundations are still preserved under the grass. (Allow 10-20 minutes)

- ✓ Visit the **Great Grave**, where the Whitmans and the eleven other people killed by the Cayuse are buried, as well as William and Mary Gray. Then walk up the hill to the **Memorial Shaft**, erected in 1897 in honor of the Whitmans. Retrace your steps to the trail at the base of the hill and visit **Alice Clarissa's** memorial. (Allow 10-20 minutes)
- ✓ Walk the **Oregon Trail**, where a reproduction Oregon Trail wagon rests on restored ruts along the route of the earliest years of the Oregon Trail. (Allow 5-10 minutes)
- ✓ Visit the **Museum**, which houses exhibits on the Whitmans, the Cayuse, and American culture of the mid-19th century. The exhibits include original artifacts of the Whitmans, emigrants, and Cayuse. (Allow 5-25 minutes (depending on whether or not you do the worksheet))
- ✓ Have students work on activity sheets provided in this guide to focus their learning during the trip.

When should you take your field trip?

The best time to come is when the Whitman Mission story fits into your class's curriculum. Schools or other organized groups may visit any time of year. However, we request that all groups call ahead so that we don't have too many students at once. Most schools come mid-April to Mid-June; if you would like to come at this time, **PLAN AHEAD**, and call for reservations at least two months in advance. We encourage school groups to take advantage of the nice weather and uncrowded days of September and October.

Whom to call...

Whitman Mission National Historic Site accepts reservations for school groups throughout the year, from 8:00 a.m. to 4:15 p.m. seven days a week. Please call (509) 522-6357 (please note that phone calls work much better than mail or e-mail requests as we frequently have many questions for the teacher). Please have available the following information ready before you call:

Date and time preferred, and an alternate

- ✓ Number of students in group (estimate)
- ✓ Number of adults in group (estimate)
- ✓ Name of School/Group
- ✓ Grade or age level
- ✓ School address, including Zip code
- ✓ School phone number
- ✓ Group leader WHO WILL COME on the field trip
- ✓ How much time you have to spend at the site.
- ✓ Which ranger programs you want

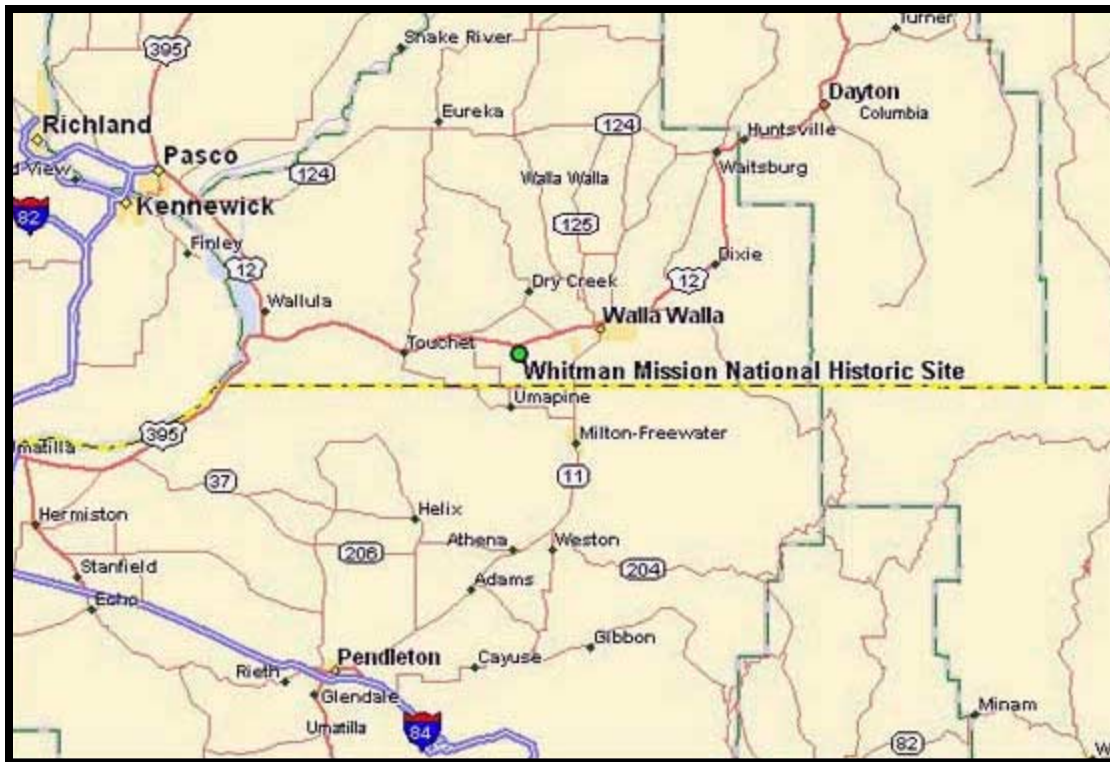
Any special considerations (such as students with mobility impairments) or topics of study (such as: the class has been studying John C. Fremont or the Sagers).

How much time do you need for your visit?

This will vary greatly depending on the number of students and the type of activities. Plan on 30 minutes for the introductory talk and movie, 45 minutes or more outside, and at least 15 minutes for the museum and sales areas. Allow 15 minutes more for each program. At a bare minimum, a group of 30 students should plan on **one and half hours** for the movie, introductory talk, and a self-guided tour of the grounds. Add about 30 minutes for each added program and each group of 30 students. If you are doing the worksheets, students may need additional time. Rangers can help you estimate this.

Where is Whitman Mission National Historic Site?

Whitman Mission NHS is 7 miles WEST of Walla Walla, Washington off Route 12.



Where can you learn more about Whitman Mission?

We have a very extensive website with a great deal of information about the Whitmans, the Cayuse, and the Oregon Trail, as well as links to related sites. The website includes two teachers' guides in the Learning Place section: "The Oregon Trail" and "Whitman Mission." The address is: www.nps.gov/whmi. We also encourage you to come visit our museum and grounds at some point before your field trip. If you have further questions, feel free to call us at (509) 522-6357.

What about Fort Walla Walla Museum?

We are not affiliated with the Fort Walla Walla Museum Complex in Walla Walla. However, many groups that visit Whitman Mission also visit Fort Walla Walla Museum the same day. To schedule a field trip there, please call: (509) 522-7703.

Safety and Emergencies

The best way for kids to stay safe is to follow the rules and listen to their leaders' directions. In case of emergency, rangers are trained in first aid and CPR and have first aid kits available. Ambulance service is from Walla Walla, 7 miles away. We recommend that each class also brings its own first aid kit and information about students with any special medical conditions.

TELEPHONES: there is no pay phone at the park. Our phone is available for emergency purposes only. Bring a cell phone if you will need to make calls. If you need to be reached at the park for emergency purposes, our number is (509) 522-6360.

Rules for kids:

While students are visiting, we have rules to help keep them and the park safe. They include but are not limited to:

- ✓ No food, drinks, or chewing gum indoors.
- ✓ No climbing on indoor or outdoor exhibits such as the mannequins, wagon, and fences.
- ✓ Stay on the path in areas of native grasses.
- ✓ No collection of anything in the park, including living or dead plant and animal matter and geologic or archaeological items.
- ✓ Use the trash cans to dispose of all garbage.
- ✓ No harassing, harming, or feeding the wildlife.
- ✓ Please walk while on the trail up and down the hill.
- ✓ Do not touch exhibits in museum.
- ✓ Do not lean on or write on top of museum cases.
- ✓ Be respectful of each other, of the rangers, of your chaperone and teacher, and other visitors.
- ✓ Any other applicable rules from your classroom.

Guidelines for Chaperones

(see the chaperone guidelines worksheet in the “Additional Resources” section)

- ✓ Keep a list of all of the students in your group (including notes on any students with special needs).
- ✓ Know the rules for students.
- ✓ Be aware at all times where your students are located.
- ✓ Know what your day’s schedule is.
- ✓ Know where the class first aid kit is.
- ✓ Know your teacher’s name.
- ✓ Keep control of students — remove students who are disruptive during programs.



Planning Worksheet



Please fill out this worksheet before you call the rangers at Whitman Mission to make your reservations. Then dial (509) 522-6357 between 8:00 a.m. and 4:15 p.m.

Preferred Date:

Second choice date:

Preferred time of day:

How long do you have to spend at the park?

Number of students (estimate):

Number of adults (estimate):

Student grade level(s):

Name of School/Group:

School mailing address:

City:

State:

Zip Code:

Group Leader's Name (a person who will actually come with the group):

Would you like:

- ☐ the video of the movie/slide show sent to you
- ☐ to see the 4th grade movie (the live-action film) on site
- ☐ to see the slide show on site
- ☐ to have an introductory talk (we request that you do this 15 minute talk)
- ☐ to have a spinning demonstration (15 min.)
- ☐ to have a Cayuse Indian cultural demonstration
- ☐ to see the museum
- ☐ to visit the grounds

Any other special requests or special topics of study?



Pre-Site Activities



Familiarizing your students with the story of Whitman Mission will help them to learn more while they are here. Also, some students are justifiably upset by what happened here, and knowing about the deaths of the Whitmans and Sagers before their visit may help. The Whitman Mission and Oregon Trail teacher guides, available on the World Wide Web at www.nps.gov/whmi, have many activities that you might choose to use. See the “Additional Resources” section as well for more ideas. The following are a few ideas to help your class focus before its trip.

VIEW VIDEO

Our park movie and slide show are available on video tape, along with other Oregon Trail selections. Viewing these before your visit will help orient your students to the Whitman story. (Note: please request the video when you make your reservation. Feel free to copy the park video if you wish). After viewing the video:

- ✓ Discuss why the Whitmans set up the mission.
- ✓ Discuss why the Cayuse killed the Whitmans.
- ✓ Discuss why the Mission at Waiilatpu was important to Northwest History.
- ✓ Read some excerpts from Narcissa’s Journal and Letters.

STOUT-HEARTED SEVEN

Stout-Hearted Seven, by Neta Frazier, is the true story of the seven Sager children who were orphaned on the Oregon Trail, brought to Whitman Mission, adopted by the Whitmans, and then orphaned again 3 years later. Students relate to this story since it is about children. The book also gives a good overview of both the Oregon Trail and Whitman Mission. Once students arrive at the park, they will see where two of the Sagers are buried, pictures of the four surviving Sager girls, and some of the toys belonging to the Sagers. Depending on the reading level of your students, this is an appropriate book for either read-aloud or student reading. Please attempt to finish the book before your trip, as three Sagers die in the end along with the Whitmans, and it’s terrible for students to find this out while on the field trip, ruining the end of the book. (Note: there are other versions of this story, such as *Seven Alone*, Seven for Oregon and On to Oregon, which are historically inaccurate.) A few ideas for use while reading the book:

- ✓ Have students highlight on a United States map the route the Sagers took.
- ✓ Have students draw pictures to illustrate events along the trail and put them on the appropriate places on the map.
- ✓ Have students look on the Whitman Mission Internet site to learn more about the Sagers.
- ✓ Have students imagine themselves as one of the Sagers and write a letter to a relative about the trip and their safe arrival at Whitman Mission in the fall of 1844.

HEADING OUT ON THE TRAIL

Emigrants heading to Oregon had to do a lot of planning before ever leaving home. In this activity, students think about what is needed for the journey. Use all or part of the lesson, depending on available time.

1. Gather students together in front of a writing board and map of North America, the United States, or the Oregon Trail.
2. Discuss the distance to be traveled by emigrants and the land they have to travel through.
 - ✓ If time is available, assign states along the trail to student groups. Have them look up the climate, geography, animals, etc. along the route and report back to the class.
3. Talk about what types of people chose to emigrate and why.
 - ✓ Those bound for Oregon were usually middle class farmers from the Midwest, many of whom had moved before.
 - ✓ Many wanted free and good land, space, freedom for religion, escape from economic depression in the East.
4. Ask students to brainstorm a list of items that would be needed for the trail AND for once they got to Oregon. Write down everything they suggest.
 - ✓ (If time) Divide students into groups and assign a few items from the brainstormed list to each group. Have them find out the weight of those items for homework (either weighing items at home or at the grocery store). (Some might need assistance for more obscure items).
5. Talk about the necessity of having a light wagon. Assist students in choosing which items to carry for a family of 5 — mother, father, boys- 5 and 12, girl- 7.
 - ✓ Remind them of space limitations, and keeping food from spoiling.
 - ✓ After deciding, read them the list of actual suggested things to bring from the following page (“Necessary Outfits for Emigrants traveling to Oregon”).
 - ✓ As an extension or a concluding activity, give each student a brown paper grocery bag. Tell them to imagine that they are moving to Oregon Country, and all they can take with them is what they can fit in this bag. (if time, do it for a homework assignment: students fill the bags with precious items, then take them all out and write down what was in there. Bring the list to school to share with the class.) After they choose their items, they should write the items down and explain why each item has to be brought along.

Necessary Outfits for Emigrants Traveling to Oregon

Food

Flour — 200 lbs. per adult
 Bacon 75 lbs.
 Sheet of iron (To be used as a stove)
 Tin cans
 Bags
 Hard tack/pilot bread — 30 lbs.
 Rice — 10 lbs.
 Coffee — 5 lbs.
 Tea — 2 lbs.
 Sugar — 25 lbs.
 Dried beans — ½ bu.
 Dried fruit — 1 bu.
 Salt — 10 lbs.
 Corn meal — 1 lbs.
 Vinegar — small keg
 Whiskey (medicinal)
 Bran
 Dried vegetables
 Citric acid
 Dutch ovens —2
 Coffee pot
 Wrought iron baking pans
 Eating utensils
 Cooking utensils
 Tin cups and plates
 Butter churn —2
 Water kegs

Animals

Mares — 3
 Milk cows —3
 Oxen — 4 to 6
 Sheep
 Goats
 Chickens
 Bull whip
 Horses
 Horse gears

Clothing

Flannel underclothing
 Cloth
 Shoes
 Wide belts (bullet pouches)
 Clothing — 2 changes
 Heavy wraps for the mountains
 Blankets — 2 per person
 Comforter — 1 per person
 Pillow — 1 per person
 Soap
 Sewing supplies
 Sun bonnets
 Cowhide boots
 Hats
 Cotton and wool socks
 Cotton and wool underwear
 Beeswax
 Buttons
 Pins
 Thimbles
 Needles
 Coat
 Woolen pants
 Buckskin
 Linen or Muslin

Weapons

Gun — 1 or more
 Powder — 3 lbs.
 Lead — 12 lbs.
 Caps (flints)— 1000

Tools and Equipment

Tar bucket
 Oxbows — 3 or 4
 Wagon tongues
 Screws — 3 dozen
 Tacks — 1 to 10 oz.
 Shingle nails — 2 lbs.
 Bed nails — 2 lbs.
 Spokes
 Axles
 Wheels
 Anvil
 Grinding stone
 Plow molds
 Rope
 Seed
 Saw
 Hammer
 Axe
 Spade
 Augers
 Wrench
 Screwdriver
 Pocket knives — 2
 Blacksmith and mining tools
 Mallet
 Matches (carried in a corked bottle)
 Wagon

Other

Money
 School books
 Medicine and medicine chest
 Paper
 Looms
 Metal
 Feather mattress
 Candles
 Furniture
 Family heirlooms



On-Site Activities



PREFACE TO ON-SITE ACTIVITIES

The museum and grounds at Whitman Mission are primarily designed as self-guided tours for adults. Your students' trip to Whitman Mission will be greatly enhanced if you give them some activities to help guide them through these areas.

Whether you choose to use the activities provided below or use your own, students will be more successful if they have the tools for the job. Please provide each student with a pencil or pen and a rigid surface to write on, such as a clipboard, piece of cardboard, or a folder. Also, please advise students that they may not lean on or use any of the surfaces in the museum to write; they may use the floor or a friend's back if they wish. With your help, we can enhance student learning while at the same time protecting our park and exhibits.

RANGER PROGRAMS

For a short explanation of available ranger programs, please see the "Planning Your Field Trip" section.

FILMS

For a short description of available films, please see the "Planning Your Field Trip" section.

THE MISSION SITE

The Mission Site includes a ¼ - mile paved loop trail. Along the way you will pass wayside exhibits with text and audio, as well as bricks marking the locations of the First House, Mission Mouse, Blacksmith Shop, and Emigrant House.

As you walk around the loop, ask a student at each site to either read the text aloud or press the button. When students have heard the information, ask them a couple questions. Or, ask them to fill in the related answers on the "Grounds Worksheet" (found on following pages). If they do the Worksheet, you may decide that you do not have time for students to complete all the questions. Tell them to choose ten questions to answer instead.

THE GREAT GRAVE AND SHAFT HILL

The Great Grave is where the Whitmans and eleven other people are buried, (there are 14 names on the slab, but only 13 people are buried there). The memorial on Shaft Hill and the Great Grave were dedicated in 1897, fifty years after the deaths at Waiilatpu. The trail up Shaft Hill is quite steep; students or adults with mobility impairments may bypass the hill on the trail that follows its base. Also, please advise your students to walk on the trail on this hill — running leads to hurt students and off-trail travel leads to hurt plants and wildlife.

Have students read the signs and listen to the audio boxes. Then either ask them questions or have them work on the related questions on the "Grounds Worksheet."

THE OREGON TRAIL AND WAGON

The location of our Oregon Trail wagon varies with the season. It may be on the Oregon Trail, by the Great Grave in the “tipi grove,” or behind the visitor center. **PLEASE DO NOT CLIMB ON THE WAGON** — this is dangerous for the students and damages the wagon.

Use the Oregon Trail to travel between the Great Grave/Shaft Hill areas and the Mission Grounds. Although these are reconstructed, not original, ruts, this is where the trail once was. There are questions on the “grounds worksheet” related to this area.

THE MUSEUM

Our museum holds original and reproduction artifacts and photographs portraying the lives and cultures of the Cayuse, the Whitmans, and the Mission. A worksheet will help to focus students while visiting the museum. If rangers are not occupied with another group, we will be happy to answer questions in the museum. See “Museum Worksheet.”

LUNCH ACTIVITY

Our picnic area has tables, a drinking fountain, trash cans, and recycling cans, as well as some shade trees and a rock with petroglyphs. Bathrooms are located at the visitor center building. Please be aware of the nearby parking lot and road; cars often travel through quite quickly. Also, please help us to protect the trees in the picnic area by not allowing students to climb on them. The following activity can be used during lunch.

“Eco-Lunch”

As a part of preserving the park for the future, we try to have as little impact on the land as possible. An “eco-lunch” activity is a good way to get your students to become aware of how much trash they create, filling landfills and using natural resources.

Supplies: paper and pencil/pen for teacher, prizes, the students’ lunches (NOTE: if all of your students have a school lunch, the activity doesn’t work very well.)

Activity: When students finish their lunches, they must count their pieces of trash. Each piece counts for one point.

Special exceptions:

- ✓ fruit peels (orange, banana) that are biodegradable and healthy are ½ a point.
- ✓ cans or bottles that they recycle are ½ a point (since they still use resources to recycle)
- ✓ bags they promise to reuse are 0 points
- ✓ each piece of trash counts; if a bag is torn in half, it’s now two points.
- ✓ juice boxes are automatically three points (box, straw, and straw wrapper)
- ✓ “Lunchables” are usually at least 5 points

The student(s) with the fewest trash points win(s) a prize. (you decide how many prizes and whether students will be awarded for 0, ½ or 1 point)

Discuss ways to reduce, reuse, and recycle during lunch:

- ✓ use tupperware instead of plastic bags (reusable and no more mushy sandwiches!)
- ✓ use cloth lunch bags instead of paper (insulated ones keep food cold or hot and don’t break!)
- ✓ use real silverware or reuse plastic
- ✓ use cloth napkins
- ✓ don’t buy over-packaged items (lunchable-type products and juice boxes are in this category)
- ✓ use a thermos instead of packaged drinks (a juice box has 3 pieces of trash!)
- ✓ Remember the 3 R’s: Reduce, Reuse, Recycle! Buy recycled products to complete the circle.
- ✓ make sure trash goes in the trash can.
- ✓ talk about how these actions can save their parents money!

Name: _____



WHITMAN MISSION NHS GROUNDS WORKSHEET



Directions: While walking the grounds, stop at each sign to read and listen to the information. Then answer the questions below.

Section 1: The Mission Grounds: (Turn right at split in trail, going counter-clockwise on loop)

1. Why did Marcus Whitman need to grow 40 acres of food?
2. Why did the Whitmans need fences?
3. How many fruit trees did the Whitmans have in their last year? _____
4. How could learning to farm help the Cayuse?
5. When did the Whitmans move into the First House? _____
6. Why did the Whitmans move out of the First House?
7. Name two things Narcissa described about her new home.
8. What did the Whitmans name their daughter? _____
9. What name did the Cayuse give the Whitmans' daughter? _____ Why?
10. Where was the river when the Whitmans lived here, and where is it now?
11. Draw the Great Basin wild rye next to the path.
12. How many grist mills did Marcus Whitman build here? _____
13. What was made in the grist mill?

14. Why did the Whitmans build a mill pond?

15. Name two animals living in or near the mill pond today. _____

Do you think these animals were here when the Whitmans were?

16. Compare the Mission grounds today to 160 years ago:

Now:

green lawn

paved sidewalk

road

signs

no buildings

Then:

17. Who built the Emigrant House? _____

18. Who came to Whitman Mission in the 1840's and why?

19. What year did the most people come to Whitman Mission? _____

20. What disease did the emigrants bring with them in 1847? _____

21. What material did white people need for their tools? _____

22. Name three things a blacksmith could fix or make.

23. What materials were used to build the Mission House?

24. What activities does the Mission House sign show the Whitmans doing?

25. Name three ways the Mission House was used.

26. On what date were the Whitmans killed?

Name: _____



WHITMAN MISSION NHS GROUNDS WORKSHEET



Section 2: The Great Grave, Shaft Hill, and the Oregon Trail and wagon

1. How many names are on the Great Grave? _____
2. Name the two brothers who were killed at Whitman Mission.
3. Whose graves rest beside the Great Grave? _____ Why?
4. What is engraved on the memorial shaft? _____
5. Do some math: Height of shaft _____ Elevation above sea level at base: _____
Elevation at top of shaft: _____
6. Near the memorial shaft there is a sign with the title “Waiilatpu — Whitman Mission 1847”. Describe three things you see in the picture.
7. Who were the oldest and youngest Sager children and what were their ages when they arrived at Whitman Mission?
8. Did most pioneers settle here at Waiilatpu or continue on? _____
9. Where did each of the Sager parents die?
10. Name three types of wood used in the construction of an Oregon Trail wagon.
11. Why did pioneers choose oxen to pull their wagons?
12. Why didn't pioneers use the larger Conestoga wagon?

Name: _____



WHITMAN MISSION NHS MUSEUM WORKSHEET



1. Find the *tomahawk* displayed with the Indian photographs and arrowheads. What else, besides chopping or cutting could this have been used for? Look closely.
2. Do you see the *parfleche*? What colors are used to decorate it? Draw a small picture of it.
3. Describe the *dishes* in the cupboard.
4. Name three items, in addition to the dishes, that are located in the homemaking display.
5. There are two *toys* displayed in the museum. What are they?
6. There is a *blue dress* in a display. Name 3 items used to decorate it.
7. Find the *Circle of Life*. What are some of the activities pictured in the sections for:
Spring

Summer

Fall

Winter
8. How many figures are there in the center section of the museum? _____. Describe whom two of these figures represent.
9. What is the figure of the *Indian girl* holding in her hand? _____
10. Find the *Indian woman* who is digging roots. What is her digging tool made out of?
11. Find the figures of the *hunter* and the *medicine man*. What are their moccasins made from?
12. Look at the Whitman-Spalding 1836 Route map. What city did they start in? _____
13. Name the four Sager girls whose pictures hang in the museum.
14. Name two items that are on display that belonged to Marcus Whitman.
15. Look at the wagon wheel. What is the tire made of?



Post-Site Activities



Use one of the teacher guides suggested in the Appendices or one of the activities below to bring closure to your field trip to Whitman Mission:

LETTERS and SPEECHES

Have students write one or more of the following letters or speeches:

1. As an emigrant who passes through Whitman Mission in 1846, write a letter describing the Mission to your family back in Iowa.
2. As a Cayuse, write a speech about why all the new things brought by the Whitmans and the pioneers are good things or are bad things.
3. As a 12-year-old emigrant in 1847 who is at the mission shortly before the Whitmans are killed and who has measles, write a letter to a friend back home.
4. As a citizen in the 1890's, write a letter to the United States Congress asking that the site of the Whitman Mission be preserved as a National Memorial.
5. As a Cayuse Indian, write a plea to the judge at the trial of the five Cayuse who are accused of killing the Whitmans, explaining why they should not be executed.

ILLUSTRATIONS

Have students illustrate the above letters or:

1. Draw a picture of what the mission looked like in 1847.
2. Draw a picture of a Cayuse village in the 1830's.

MAP

Using a map of the United States, find the route of the Oregon trail and have each student pick out a point on the trail to research and share with the class.

CAYUSE

Learn more about the Cayuse Indians and the treaty of 1855 that created their reservation. Look at the Tamastlikt Cultural Institute Website (www.umatilla.nsn.us/tamust) or visit the museum itself.



Additional Resources/Bibliography



WHITMAN MISSION NATIONAL HISTORIC SITE INTERPRETIVE THEMES

Our park has eight primary themes. All educational programs done by the park staff should address at least one of these themes:

- I. Marcus and Narcissa Prentiss Whitman are memorialized for their courage, adventure and high idealism, as shaped by their personalities, values, beliefs, and labor while missionaries among the Cayuse Indians of Old Oregon.
- II. The mission, established by Marcus and Narcissa Whitman, operated as a self-sufficient Protestant Indian mission and school between 1836 and 1847.
- III. Cultural differences between the Columbia Plateau Indians and the Euro-American missionaries and subsequent American emigrants provide the context for the Whitmans' deaths.
- IV. The Whitmans' association with the Oregon Trail and the development and cooperation of the mission at Waiilatpu, resulted in the mission becoming a way station along the trail.
- V. The killing of Marcus and Narcissa Whitman and eleven other people by the Waiilatpu Band of the Cayuse Tribe at Whitman Mission was an important catalyst in the establishment of the Oregon Territory by the U.S. Congress.
- VI. The natural environment of Waiilatpu affected the development and life at Whitman Mission.
- VII. Whitman Mission NHS is part of the National Park System and a component of the Oregon National Historic Trail.
- VIII. The National Park Service continues the natural and cultural preservation of the site begun soon after the Whitmans' deaths.

WASHINGTON ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (EALR's)

A few of the WA EALR's that are covered at the park include:

Reading:

3. The student reads different materials for a variety of purposes.

Communication:

1. The student uses listening and observation skills to gain understanding.

Social Studies/History:

1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history.

Social Studies/Geography:

2. The student understands the complex physical and human characteristics of places and regions.
3. The student observes and analyzes the interaction between people, the environment, and culture.

OREGON EDUCATION STANDARDS

A few of the Oregon curriculum goals, at the grade 5 benchmark level, that will be addressed at Whitman Mission:

Social Science/ History:

- ✓ Era 4: Expansion and Reform, 1801-1861
- ✓ Understand how individuals changed or significantly influenced the course of U.S. History...
- ✓ State and Local Common Curriculum Goals: Understand and interpret events, issues, and developments in the history of one's family, local community, and culture.

Social Science/Geography:

- ✓ Identify patterns of migration and cultural interaction in the United States.
- ✓ Common Curriculum Goals: Understand how differing points of view, self interests, and global distribution of natural resources play a role in conflict over territory.

Social Science Analyses:

- ✓ Identify and study two or more points of view on an event, issue, or problem.

English:

- ✓ Analyze and evaluate information and form conclusions.
- ✓ Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.

THE WORLD WIDE WEB

- ✓ Whitman Mission National Historic Site has a very extensive website, with two teacher guides and a great deal of information. Please visit us at: www.nps.gov/whmi/home.htm
- ✓ The National Park Service protects many different Oregon Trail Sites, as well as the National Historic Oregon Trail. Each site has a home page, which can be reached by clicking "Visit Your Parks" from the ParkNet homepage: www.nps.gov
- ✓ The Confederated Tribes of the Umatilla Indian Reservation (which includes the Cayuse people) now has its own museum in Pendleton, Oregon. Learn about it at: www.umatilla.nsn.us/tamust. Conventional contact information: Tamastlikt Cultural Institute, 72789 Highway 331, Pendleton, Oregon 97801, phone: 541-966-9748, FAX: 541-966-9927
- ✓ The National Historic Oregon Trail Interpretive Center provides information on its web site as well as an order form for their free (and packed full of activity sheets) Oregon Trail Teacher Guide: <http://www.or.blm.gov/NHOTIC>
- ✓ For Environmental Education resources and information, "EELink" is the main clearinghouse: <http://eelink.net> (see the "EE orgs and Projects Section" especially)

SUGGESTED READING

For a more thorough list, please contact the park.

(many of these books are for sale at Whitman Mission and/or local bookstores or are available at local libraries)

For teachers:

Marcus and Narcissa Whitman and the Opening of Old Oregon, by Clifford M. Drury.

Oregon Geographic Names, by Lewis A. McArthur and Lewis Ankeny

Washington State Place Names, by James W. Phillips

Shallow Grave at Waiilatpu, by Erwin N. Thompson

The Letters of Narcissa Whitman and My Journal, by Narcissa Prentiss Whitman.

The Great Command: The Story of Marcus and Narcissa Whitman and the Oregon Country Pioneers, by Nard Jones.

Converting the West: a Biography of Narcissa Whitman, by Julie Roy Jefferey

Juggernaut: The Whitman Massacre Trial, by Ronald B. Lansing

Whitman Massacre of 1847, Sager

The Cayuse Indians, by Robert H. Ruby and John A. Brown

Prairie Traveler, A Hand-book for Overland Expeditions, published in 1859, by Randolph B. Marcy

For students:

Stout-Hearted Seven, by Neta Frazier

Cobblestone Magazine — issues on Oregon Trail, Chief Joseph, Mountain Men

Daily Life in a Covered Wagon by Paul Erikson

A variety of books by Bobbie Kalman

If You Travelled West in a Covered Wagon, by Ellen Levine

Westward on the Oregon Trail, by Marian T. Place

Discover the Oregon Trail, by Bobbie Salts

The Story of the Oregon Trail, by R. Conrad Stein.

... and many more

TEACHER WORKSHOPS

Whitman Mission offers several teacher workshops, a few of which may also be offered in other nearby communities. They include:

- ✓ Whitman Mission NHS and the Classroom
- ✓ Project WET
- ✓ Project Learning Tree
- ✓ Project WILD
- ✓ Project Archaeology

For more information on these workshops, to sign up on our mailing list, or for the dates of upcoming workshops, please check out the Whitman Mission Workshop website:

<http://www.nps.gov/whmi/workshop.htm>

or call us at (509) 522-6357.

ANSWER KEYS

Grounds worksheet:

Section 1: The Mission Grounds:

1. To feed the residents of the mission and to sell to Oregon Trail emigrants to offset mission expenses.
2. To keep the livestock out of the crops.
3. 75.
4. If the Cayuse learned to farm they would not have to move throughout the year to find food. They would also be able to claim ownership of the land, so that settlers could not take it away.
5. December, 1836.
6. It flooded several times.
7. (choose 2) enclosed a good chimney and fireplace, laid floor, no window or doors except blankets, reared and then lean-to, fire in the fireplace upon arrival.
8. Alice Clarissa Whitman.
9. Cayuse Girl, because she was born in Cayuse country.
10. River was in oxbow right next to first house and path. Now it is several hundred feet away to the south near trees.
11. (Picture of Great Basin wild rye).
12. Three.
13. It ground grains — wheat, corn, etc., into flour for cooking. “Flour” would be correct.
14. To power the grist mill and provide irrigation water.
15. (choose 2) ducks, geese, frogs, turtles, bugs, squirrels, rabbits, coyote, deer, snakes, birds ... and many others. Most of these animals were here when the Whitmans were.
16. Now: green lawn, paved sidewalk, road, signs, no buildings. Then: mud or dirt and native grasses, no pavement, Oregon Trail rutted road, four main buildings and several outbuildings.
17. William H. Gray.
18. Emigrants/Pioneers. They came first because it was on the Oregon Trail, later for food, shelter, and medicine.
19. 1847.
20. Measles.
21. Metal (or iron).
22. (choose 3) plows, hoes, horseshoes, rails, hinges, wagons, grist mill, nails, other...
23. Adobe bricks (mud and manure), wood.
24. Preaching, doctoring, leading singing, all to the Cayuse.
25. (choose 3) living, sleeping, teaching, preaching, medicine, shelter emigrants, school, cooking, playing ...
26. November 29, 1847.

Section 2: The Great Grave, Shaft Hill, and the Oregon Trail and wagon

1. 14.
2. John and Francis (Frank) Sager.
3. Mary Dix Gray and William Henry Gray. William Gray had come to Waiilatpu with the Whitmans in 1836, and both had lived here with the Whitmans.
4. WHITMAN.
5. Do some math: Height of shaft 27 Elevation above sea level at base: 720 Elevation at top of shaft: 747.
6. (choose 3) mission, pond, river, wagons, crop fields, tents, trees, people, ...

7. Oldest: John Sager, age 13. Youngest: Henrietta (Rosanna) Sager, age 5 months.
8. Continued on to Willamette.
9. Henry Sager in Wyoming, Naomi Sager in Idaho.
10. (choose 3) oak, ash, maple, pine, hickory, elm.
11. Cheaper, pulled heavy loads, didn't stampede, didn't bog down.
12. Too large and heavy for the mountains of the Oregon Trail.

Museum Worksheet:

1. It's a (smoking) pipe.
2. A parfleche was used to store personal belongings. This one is blue, red, yellow, and green.
(Drawing).
3. Blue and white pictures of country scenes - people, plants, streams, animals, buildings...
4. (choose 3) wooden bowl, butter churn, wooden bucket, metal candle forms, cast iron stove, adobe bricks.
5. Toy iron, Indian doll in a cradleboard.
6. Shells, beads, leather strings, metal.
7. *Spring*: Women searching for/gathering food, root digging
Summer: Men horseback riding, women cooking, gathering wood for fires.
Fall: Man fishing with net at waterfall. Man holding fish while talking to another man.
Winter: woman preparing food for smoking. Most people inside teepees and lodges. Smoke coming from lodges.
8. Seven figures: (choose 2) Marcus and Narcissa Whitman, a half-Indian girl, a medicine man, an Indian hunter, an Indian woman root-digging, an Indian woman who is leaning over the fence.
9. A moccasin.
10. Wood and antler
11. Leather/deerskin
12. St. Louis.
13. Catherine, Elizabeth, Henrietta, Matilda.
14. (choose 2) compass, bible, mortar.
15. Iron/metal.



Guidelines for Chaperones



Thank you for agreeing to be a chaperone today with this class's visit to Whitman Mission National Historic Site. These guidelines are meant to provide you and your students with a safe and educational visit. Fill out this sheet and keep it with you during the day.

Rules for students:

- ✓ No food, drinks, or chewing gum indoors.
- ✓ No climbing on indoor or outdoor exhibits such as the mannequins, wagon, and fences.
- ✓ Stay on the path in areas of native grasses.
- ✓ No collection of anything, including living or dead plant and animal matter, or geologic or archaeological items.
- ✓ Put all garbage in trash cans.
- ✓ No harassing, harming, or feeding the wildlife.
- ✓ Please walk while on the trail up and down the hill.
- ✓ Do not touch exhibits in museum.
- ✓ Do not lean on or write on top of museum cases.
- ✓ Be respectful of each other, of the rangers, of your chaperone and teacher, and other visitors.
- ✓ Any other applicable rules from your classroom.

Guidelines for Chaperones

- ✓ Keep a list of all of the students in your group (including notes on any student with special needs).
 - ✓ Know the rules for students.
 - ✓ Be aware at all times where your students are located.
 - ✓ Know what your day's schedule is.
 - ✓ Know where the class first aid kit is.
 - ✓ Know your teacher's name.
- Keep control of students — remove students who are disruptive during programs.

Name of School: _____ Name of teacher: _____

List of students:

- | | | |
|----------|-----------|-----------|
| 1. _____ | 7. _____ | 14. _____ |
| 2. _____ | 8. _____ | 15. _____ |
| 3. _____ | 9. _____ | 16. _____ |
| 4. _____ | 10. _____ | 17. _____ |
| 5. _____ | 11. _____ | 18. _____ |
| 6. _____ | 12. _____ | 19. _____ |
| | 13. _____ | 20. _____ |

Schedule of the day's plan:

Depart School:

Arrive at Whitman Mission NHS:

Depart from Whitman Mission NHS:

Lunch:

Other activities of the day:

Arrive back at school: